GINGOOG CITY COLLEGES, INC.
Brgy. 24-A, Paz Village, Gingoog
City Misamis Oriental 9014

Teacher Education Department
COLLEGE OF EDUCATION

Course Syllabus in

MYTHOLOGY & FOLKLORE

I. COURSE TITLE : Mythology and Folklore

II. NUMBER OF UNITS : 6 UNITS

III. COURSE DESCRIPTION:

As mandated by Republic Act 1425, this course covers the life and works of the country's national hero, José Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels Noli me tangere and El filibusterismo, some of his essays, and various correspondences.

IV. VISION OF THE INSTITUTION:

Augmented lives of productive, morally, socially and globally responsible individuals with 21st century skills, competencies, attitudes and values forming empowered communities.

V. MISSION OF THE INSTITUTION:

To touch lives of students and develop them into creative, competent, productive and responsible individuals imbued with strong moral and spiritual values responsive to the needs of the global community.

VI. GRADUATE ATTRIBUTES/INSTITUTIONAL OUTCOMES (IO):

In relation to the mission of the institution, GCC gives primary importance to the development of an effective education that will promote academic excellence and the development of the personal and technical skills of the people, which is relevant of the country.

To attain this goal, GCC has the following objectives.

1. Encourage the students to think critically, creatively, analytically and to communicate their thoughts and ideas effectively. Develop their self-esteem and encourage a life-long learning process through experience.
2. Develop within the student's strong moral values corresponding spiritual development side with the mental training that will promote a well-rounded personality.
3. To integrate national patrimony in the academic field and extracurricular activities to further strengthen the social and economic awareness of the student.
4. To provide professional and vocational – technical program that will aid the students in their choice of fields and endeavors.
5. To initiate program that will develop inventive and creative skills imbued with values consistent with personal, local, and national goals.
6. To provide the students with training not only in the academic field, but also in the technical field that will make them productive, self-motivated, and responsible citizens.
7. To develop among stakeholders of the Academic Community a deep sense of cooperation, harmony and understanding to promote a culture of Peace.

VII. COLLEGE OF EDUCATION

Vision

The Teacher Education Department (TED) envisions itself as a premier institution producing high quality 21st century educators at the forefront of change and progress for a better society.

Mission

As a service provider, the TED seeks to develop future teachers who are holistic, creative, competent, productive, and responsible managers of the teaching-learning-understanding process that will bring about significant and transformative changes to society.

DEPARTMENTAL OBJECTIVES

The Teacher Education Department aims to achieve the following:

a.) Become the leading service-provider of high-quality teacher-graduates in the local as well as global educational arena;
b.) Produce professionals who are technically competent and morally upright individuals;
c.) Provide significant contribution to the academe as well as the community through scholarly research and comprehensive instruction; d.) Initiate societal transformation through genuine service and outreach; and
e.) Promote cultural appreciation, religious tolerance, and peaceful; collaboration through inclusive instruction.

CORE VALUES

The Teacher Education Department operates on its foundational CORE principles of: *Competence, Obedience, Resilience, and Excellence.*

PROGRAM EDUCATIONAL OBJECTIVES	DEPARTMENTAL OBJECTIVES				
Graduates of the BSED/BEED program are teachers who:	**A**	**B**	**C**	**D**	**E**
1.) Have a deep and principled understanding of a wide range of teaching process (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches) and the role of the teacher in facilitating these processes in their students;	/	/	/	/	/
2.) Have creativity and innovation in applying alternative teaching approaches, while demonstrating basic and higher level literacy, communication, numeracy, critical thinking, and learning skills needed for higher learning in diverse types of environment; and	/	/	/	/	/
3.) Can demonstrate and practice the professional and ethical requirements of the teaching profession.	/	/	/	/	/

VIII. GENERAL OUTCOME OF THE COURSE:

At the end of this course, students are expected to:

- 1. Explain the circumstances of José Rizal's life in the context of the nineteenth century
- 2. Explain the context of Rizal's various works, particularly his novels Noli me tangere and El filibusterismo, his annotations of his essay on Sobre la indolencia de los filipinos, and other works
- 3. Analyze Rizal's various works, particularly those mentioned above
- 4. Articulate the significance and paradoxes of Rizal's contributions to Filipino nationalism
- 5. Demonstrate the ability to appreciate literary works creatively
- 6. Demonstrate the ability to read primary sources critically
- 7. Communicate meaningfully and convincingly a particular interpretation of the past
- 8. Produce a creative work that conveys the significance of Rizal for the current generation
- 9. Recognize the value of differing narratives and interpretations of Rizal's life and works
- 10. Appreciate the importance of reaching a personal opinion based on study and discussion
- 11. Evaluate one's specific location in history and personal relationship to nation building
- 12. Work cooperatively with others

IX. THE LEARNING PLAN OF Life and Works of Rizal

Time Frame	Topics	Sources	Student Learning Outcomes (SLO)	Assessment Strategies	Evidence of Outcomes
Week 1&2 (3hrs.)	1.1 The Rizal Law, Literature, and Society	Readings: Republic of the Philippines. 1956. Republic Act 1425. Available online, http://www.gov.ph/ 1956/06/12/republic-act-no-1425/.	1. Determine the issues and interests at stake in the debate over the Rizal Bill 2. Relate the issues to present-day Philippines	• Lecture/ discussion using PowerPoint Presentation • Seatwork/ Think- Pair-Share • Reflection • Oral recitation	• Quizzes score/ outputs • Reflection scores • Seatwork scores • Oral recitation rubrics/ scores

Week 3&4 (3 hrs.)	1.2 The Rizal Law and Philippine Literature	Hau, Caroline S. 2000. Introduction. In Necessary fictions: Philippine literature and the nation, 1946–1980, 1–14. Quezon City: Ateneo de Manila University Press.	1. Explain the relationship between literature and society 2. Evaluate how one learns "patriotism" and "nationalism" from literature.	• Group Reporting (cooperative learning) • Reflection • Individual exercises/seatwork	Group Thought Paper 1: In your respective groups, discuss the question and then write a paper on the topic: "Given the characteristics of literature and the hazards of translation, is Republic Act 1425 realistic? Why or why not?" Answer this question from your perspective as teachers. The paper must not be less than 1,000 words and not be more than 1,500 words.
Week 5&6 (3 hrs.)	1.3 The Nation as Imagined Community	Anderson, Benedict. 1991. Introduction. In Imagined communities: Reflections on the origins and spread of nationalism, 1–7. Revised ed. London and New York: Verso. Pasig City: Anvil, 2003 PH edition.	1. Assess what characterizes a nation 2. Define what nationalism is 3. Express how Rizal and his works contribute to Philippine nationalism	• Group Reporting (cooperative learning) • Reflection • Individual exercises/seatwork	Group class activity: Draw a concept map illustrating the main concepts from the readings. Present in class.

Week 7&8 (3 hrs.)	1.4 Rizal and Popular Nationalism	Ileto, Reynaldo. 1998. Bernardo Carpio: Awit and revolution. In Filipinos and their revolution: Event, discourse, and historiography, 2–9 only. Quezon City: Ateneo de Manila University Press. Ileto, Reynaldo. 1998. Rizal and the underside of Philippine history. In Filipinos and their revolution: Event, discourse, and historiography, 29–78. Quezon City: Ateneo de Manila University Press. Foronda, Marcelino A. Jr. 2009. Cults honoring Rizal. In Historical Bulletin 50th Anniversary Issue, 46-79. Manila: National Historical Institute.	1. Evaluate Rizal in terms of popular nationalism 2. . Compare and contrast official view from the popular view of Rizal	• Lecture/ discussion using PowerPoint Presentation • Group reporting • Seatwork/ Think- Pair-Share • Reflection • Oral recitation	Group class activity: Create a venn diagram showing the characteristics that are similar and different from the official view and popular views of Rizal. Present in class.

Week 9&10 (3 hrs.)	Rizal's Social Origins and Historical Context	Schumacher, John N. 2009. The Philippine background. In The Propaganda Movement, 1880-1895, 1-18. Quezon City: Ateneo de Manila University Press.	1. Understand Rizal in the context of his times 2. Analyze the various social, political, economic, and cultural changes that occurred in the nineteenth century	• Lecture/ discussion using PowerPoint Presentation • Seatwork/ Think- Pair-Share • Quiz	• Quizzes score/ outputs • Seatwork scores

Prelim Examination					
Week 11&12 (3 hrs.)	Ascendance of Chinese Mestizos	Readings: Wickberg, Edgar. 1964. The Chinese mestizo in Philippine history. Journal of Southeast Asian History 5(1): 62–100.	1. Discriminate the historical conditions that led to the emergence of Chinese mestizos as an important element of Philippine society 2. Consider the implications of their ascendance	• Lecture/ discussion using PowerPoint Presentation • Seatwork/ Think- Pair-Share • Reflection • Oral recitation • role-play	Group class activity: According to Anderson (2004) and Wickberg (1964), 1. What were the ethnic-racial categories used during the Spanish colonial period? 2. How do you think these categories affected everyday life of the Filipinos? Fill up a graphic organizer to ilustrate your answer. Present in class.

Week 13&14 (3 hrs.)	Agrarian Relations and the Friar Lands	José Rizal. 1889. La verdad para todos / The truth for everybody. In La Solidaridad, vol. 1: 1889, trans. Guadalupe Fores-Ganzon, 168–77. Pasig City: Fundación Santiago.	1. Survey the history of agrarian relations and friar lands during the Spanish colonial period 2. Critique why the indios were willing to become the kasama of mestizo inquilinos 3. Explain why the Hacienda de Calamba became a site of agitation in the late nineteenth century	• Lecture/ discussion using PowerPoint Presentation • Seatwork/ Think- Pair-Share • Reflection • Oral recitation • role-play • performance task	Quizzes score/ outputs Reflection scores Seatwork scores Oral recitation rubrics/ scores Role-play rubrics and scores Performance task scores/rubrics • Group class activity: Read Rizal's letter on Calamba incident. Answer worksheet on analyzing a primary source. Present in class.
Final Examination					
Week 15&16 (3 hrs.)	Intraclergy Conflicts and the Cavite Mutiny	Readings: Blanco, Roberto. 2010. Pedro Peláez, leader of the Filipino clergy. Philippine Studies 58(1–2): 3–43. [Read pages 19–26, 31–32]	1. Evaluate the conflicts that marred relations between the secular and regular clergy 2. Relate how these conflicts impinge on Philippine history in general and on Rizal's politics in particular	• Lecture/ discussion using PowerPoint Presentation • Seatwork/ Think- Pair-Share • Reflection • Oral recitation	• Quizzes score/ outputs • Reflection scores • Seatwork scores • Oral recitation rubrics/

				• Performance task • Role-play	scores • Performance task scores/rubrics • Role-play rubrics and scores
Week 17&18 (3 hrs.)	Rizal in Europe, the Propaganda Movement, and Noli me tangere	Schumacher, John. 1997. Early Filipino student activities in Spain, 1880–1882. In The propaganda movement: 1880–1895; The creators of a Filipino consciousness, the makers of the revolution, 19–39. Also read page 236. Quezon City: Ateneo de Manila University Press.	1. Evaluate what the propaganda movement is and what it stood for 2. Distinguish Rizal's involvement in the movement	• Lecture/ discussion using PowerPoint Presentation • Reflection • Performance task	• Quizzes score/ outputs • Reflection scores • Seatwork scores • Oral recitation rubrics/ scores • Performance task scores/rubrics
FINAL EXAMINATION					

Textbook(s)	Other References	Internet Resources	Journals/Publications
Padilla, Mely M., Dagdag, Lourdes A., et. al (2018) Communicate and Connect!, Rex Book Store, Manila, Philippines		• Academic text: what it is, main features, structure, types and more (typesofartstyles.com) • The structure of the academic text - Writingguide.se • COMMUNICATION FOR ACADEMIC PURPOSES by Roselle Guzman (prezi.com) • PPT - Writing Reports and Proposals PowerPoint Presentation, free download - ID:2069388 (slideserve.com) • What Are The Advantages And Disadvantages Of Impromptu Speech? – Blurtit • 4 Types of Speech Delivery Every Speaker Should Know – Speak Well Academy • Communication for Various Purposes (slideshare.net) • 17.2 Types of Persuasive Speeches – Stand up, Speak out (umn.edu) • Elements of persuasion and how to leverage persuasion in business (enterpriseleague.com) • 18.2 Types of Special Occasion Speeches – Introduction to Speech Communication (okstate.edu)	
Instructional Materials	*Laptop, Slide Presentations, Videos, Activity Sheets, textbooks, Messenger (application)*		

REFERENCE

COURSE EVALUATION (GRADING SYSTEM)

PRELIMINARY Period	MIDTERM Period	FINAL Period
40% Quizzes + 30% Output + 30% Examination = 100% PRELIM Grade	40% Quizzes + 30% Output + 30% Examination = 100% MIDTERM Grade	40% Quizzes + 30% Outpu + 30% Examination = 100% FINA

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